



Performance Report ***Performance Period July 2004–September 2004***

Introduction

This section contains information relative to monitoring by the Department of Education of system infrastructure and performance necessary to meet the needs of students requiring educational and mental health supports. The Department uses a dynamic management process to assist in administrative decision-making that directs the application of resources, fiscal and human, to achieve high levels of student achievement. This process relies on data collected through multiple means to provide current information on system infrastructure and performance.

This report covers the First Quarter, July 2004 through September 2004, of School Year 2004-2005. It is the eighth quarter under the Felix Consent Decree “Sustainability Period.”

Infrastructure

The Comprehensive Student Support System (CSSS) provides the requisite infrastructure for the provision of programs necessary to provide educational, social, and emotional supports and services to all students, affording them an opportunity to benefit from instructional programs designed to achieve program goals and standards. EDN150 allocations contain those resources (fiscal, human, material, procedural, and technological) important to the provision of appropriate supports and services to students within the Felix Class. The objective of EDN150 programs are to maintain a system of student supports so that any student requiring individualized support, temporary or longer term, has timely access to those supports and services requisite to meaningful achievement of academic goals.

The next segments of this section contain elements of the CSSS infrastructure determined to be essential to the functioning of a support system constituting an adequate system of care. During the course of the Felix Consent Decree, the Department routinely provided progress reports addressing the availability of qualified staff, funding, and an information management system (ISPED) as a means to provide information germane to assessing system capacity to provide a comprehensive student support system.

Population Characteristics

The Department provides educational supports and services within CSSS levels 4 and 5 to approximately 14.1% of the total student enrollment. These are documented in Individualized Education Plans (IEP) or 504 Modification Plans (MP). During this period, 12.5% of the entire student enrollment received special education services. Students receiving educational services through the Individuals with Disabilities Education Act (IDEA) must first be determined to have a disability and, due to the

disability, be in need of specialized instruction. Section 504 students: 1) must have a physical or mental impairment, which substantially limits one or more major life activities, or have a record of such impairment; or 2) be regarded as having such impairment, and be in need of modifications or supports to benefit from instruction. Of those students requiring CSSS supports in levels 4 and 5, 22,731 (8%) are IDEA eligible and 3,046 (11%) are eligible under Section 504.

Enrollment numbers are from the month of September. Table 1 of this section delineates the numbers, relative percentage, and change from last report period by IDEA eligibility category. There was a net decrease of 416 students eligible for and receiving IDEA services during this period. A decrease of students during the initial quarter of the school year is not unexpected since enrollment of new students continues and the identification of new students in need of special education students is in process.

Table 1: Change in Number and Relative Percentage of Students Eligible for Special Education; 9/03, 6/04, and 9/04

Disability	9/30/2003		6/30/2004		9/30/2004	
			#	%	#	%
Mental Retardation	2,121	8.8%	1,866	8%	1,811	8.0%
Hearing Impairment	443	1.8%	305	1.30%	289	1.3%
Speech/language Impairment	1,569	6.5%	1,318	5.70%	1,256	5.5%
Other Health Impairment	2,195	9.1%	2,402	10%	2,437	10.7%
Specific Learning Disability	10,569	44.0%	10,022	43%	9,791	43.1%
Deaf-Blindness	4	0.0%	6	0.02%	5	0.0%
Multiple Disabilities	391	1.6%	399	1.70%	410	1.8%
Autism	752	3.1%	859	1.10%	872	3.8%
Traumatic Brain Injury	86	0.4%	76	0.30%	74	0.3%
Developmental Delay	2,604	10.8%	2,805	12%	2,915	12.8%
Visual Impairment	80	0.3%	70	0.30%	68	0.3%
Emotional Disturbance	3,089	12.9%	2,762	12%	2,693	11.8%
Orthopedic Impairment	121	0.5%	110	0.50%	110	0.5%
TOTAL	24,024		23,147		22,731	

There was a slight decrease in the percentage of students receiving educational supports and services while also requiring related services to address social, emotional, or behavioral needs in order to make meaningful progress on goals identified in their IEP or MP to 28%. At the end of this report period, 80% (5,736) of the Felix Class students were IDEA eligible while the remaining were 504 eligible. Approximately 4% of the total students enrolled required educational and related services to address educational and social, emotional, or behavioral needs in the educational arena, while nearly 17% of the entire students enrolled received some type of SBBH supports during this quarter.

Services provided to Felix Class students fall in two broad categories: School Based Behavioral Health (SBBH) Services and services to students with Autism Spectrum Disorder (ASD). While the determination of need for and type of SBBH or ASD service necessary for any individual student to benefit from their educational plan is made by a team during the development of the plan, guidelines regarding the provision of these services are in the joint DOE and DOH Interagency Performance Standards and Practice Guidelines.

(134) The system must continue to hire and retain qualified teachers and other therapeutic personnel necessary to educate and serve children consistently

(Revised Felix consent Decree, July 1, 2000, page 20)

Qualified Staff

Qualified staff providing instructional and related services are the lynchpin of appropriate educational and related services for students with disabilities, for they are the ones with expertise and training in curriculum, instruction, and knowledge of the impact of the student's disability on the learning process. These qualified individuals, in conjunction with parents and others, develop and implement appropriate interventions designed to meet the unique needs of students.

The following staffing goals provide evidence that there are sufficient qualified teachers evenly distributed across the state to ensure timely access to specialized instruction for students and professional support to those providing educational and related services and supports to students with disabilities.

Infrastructure Goal #1: Qualified teachers will fill 90% of the special education teacher positions in classrooms.

The percent of qualified special education teachers provides an important measure of the overall availability of special education instructional knowledge available to support student achievement. Even with the increasing need for special education classroom teachers brought about by increased numbers of eligible students, the Department continues to meet this infrastructure goal.

At the end of this report period, there were 1,949 special education teachers in classrooms. Over 90% of those teachers are qualified in special education. This is a slight increase in the percentage from the 1st Quarter last year.

	9/02	9/03	6/04	9/04
Allocated Positions	N/A	2,079	2,060	1999.5
Filled Positions	1,895	1,988	2,009	1949
Percent Qualified Teachers	90.4%	89%	89.5%	90.5%

The Department continues to employ 53 teachers through the contract with Columbus, a decrease from last year.

Infrastructure Goal #2: 95% of the schools will have 75% or greater qualified teachers in special education classrooms.

A previous benchmark set forth the target of hiring so that there is no school with less than 75% qualified teachers in the classroom. In order to meet this goal, schools requiring less than four (4) special education teacher positions, 28% (72) of the schools, would be required to have all (100%) of the placed special education teachers qualified. The Department has determined a practical goal is that 95% of all schools will have 75% or greater qualified special education classroom teachers.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision making in support of special needs students. Meeting this goal is complicated due to the number of schools with few, two or less, full-time positions and half-time (0.5 FTE) positions. Again, the departure of teachers at the end of the school year is not new but has lowered the overall percent of schools with greater than 75% staffing at the end of this quarter resulting in the Department falling just below the Department set goal. As can be seen from the table below, the number of schools with less than 75% qualified staff is similar to June 2003.

	9/02	9/03	6/04	9/04
Number of schools with < 75%	20	17	21	20
Percent of schools with >75%	92%	93.5%	92%	92%

Over the past year the Department has continued to have over 90% of the schools with greater than 75% qualified staff. The Department falls just short of the Department set goal due to the number of schools with .5 F.T.E. positions in special education classrooms.

Infrastructure Goal #3: 85% of the complexes will have greater than 85% or greater qualified teachers in special education classrooms.

This measure helps illustrate the distribution of special education instructional expertise throughout the state. The prevalence of qualified staff throughout a complex is an indicator of the degree of support available to school staff and the continuity of instructional quality over time for students. For example, the impact of less than 75% qualified staff in a school within a complex with all other schools fully staffed is far less than if all schools in the complex had less than 75% qualified staff. Therefore, the Department has added this measure as an internal infrastructure indicator for monitoring.

	9/02	9/03	6/04	9/04
Number of complexes with over 85% qualified special education teachers	31	29	33	39
Percent of complexes with over 85% qualified special education teachers	75%	71%	80%	95%

As can be seen from the table, the number of complexes with greater than 85% qualified staff has increased dramatically this quarter. Only two complexes were under 85%, each just barely. This is a significant improvement in the distribution of qualified special education teachers.

Infrastructure Goal #4: 95% of all Educational Assistant positions will be filled.

The Office of Human Resources is currently transferring records management responsibility for Educational Assistants from the Department of Human Resources. This information is temporarily unavailable. The following Quarterly Performance Report, September 2004 - December 2004 will provide this information.

HDOE will maintain sufficient SBBH staff to serve students in need of such services

Infrastructure Goal #5: 75% of the School-Based Behavioral Health professional positions are filled.

Since December 2000, the Department has maintained that the use of an employee-based approach to provide School Based Behavioral Health (SBBH) services provides greater accessibility and responsiveness to emerging student needs. While it is anticipated that some degree of services will always be purchased through contracts due to uniqueness of student need and unanticipated workload increases, day-to-day procedures presume the availability of staff. Early planning anticipated a two to three year phase to reach the point at which employees would do 80% of the SBBH workload. Performance Goal #13 addresses the relative percent of work done by DOE employees and contracted providers but during this quarter over 80% of all SBBH work was performed by Department staff.

There are now 301 SBBH Specialist positions and 38 clinical psychologist positions. This number changes due to flexibility built into the SBBH funding structure that allows complex decisions regarding staffing. This Infrastructure Goal is met as 79% of all SBBH Specialist positions and 79% of all clinical psychologist positions are filled. There are 237 DOE SBBH Specialists providing services to students in schools as opposed to SBBH "Therapists" (223) in June 2002.

Infrastructure Goal #6: 80% of the identified program specialist positions are filled.

This Infrastructure Goal is directly attributable to a previously established Felix Consent Decree benchmark based upon a determination by the Court Monitor that in 2000 the Department did not have sufficient program expertise in several areas. Recruiting and retaining leadership for these key program areas has been an ongoing challenge for the Department. The lack of in state programs providing terminal degrees, coupled with geographic isolation from institutes of higher education and recruitment constraints regarding pay based on experienced earned in other systems, has made it very difficult for the Department to hire program specialists capable of providing important leadership.

Increased levels of knowledge and skills possessed by Department staff and contractors has changed the type of expertise necessary to continue to foster system growth and improved performance. The system now requires experienced administrators, supervisors, and trainers of discrete intervention skills.

At the present time four (4) of the identified program specialists positions are filled consistent with agreements made with Plaintiff Attorneys regarding the aforementioned changing needs of the Department. Based on these numbers, this infrastructure measure is met.

However, the Department still lacks a program specialist of the area of Autism Spectrum Disorder with recognizable program and administrative skills necessary to provide clear guidance to school communities and professionals. An individual, currently serving in a similar capacity on the mainland has been offered the position but has not responded at this time. During this time, a series of technical assistance contracts are in place to assist service providers.

Integrated Information Management System - ISPED

The need for an information management system to provide relevant data for analysis and decision-making is an important component of the infrastructure necessary to sustain high levels of system performance in the area of supports and services to students in need of such services. This information provides the basis for resource allocation, program evaluation, and system improvement.

Meaningful measurement of ISPED will provide specific information regarding the following: 1) ISPED data accuracy, 2) ISPED role in important management decisions, and 3) ISPED use by DOE administrators, CASs and principals.

Infrastructure Goal #7:

- a) 99% of special education and section 504 students are in ISPED,*
- b) 95% of IEPs are current, and*
- c) 95% of the IEPs are marked complete.*

The utility of ISPED as an information management system lies in the ability to provide a wide variety of users' information that improves their productivity. Whether the information is unique student specific information used in program development or aggregate information used for planning purposes, accuracy and completeness is necessary. The three components embedded in Infrastructure Goal #7, when achieved and maintained, will give users confidence that accessed information will assist in good decision-making.

At this time 99% of all students eligible for special education and related services are registered in the ISPED system. Of those, 99% have current IEPs in ISPED while only 92% have been marked "complete". The difference between IEPs in the system and those marked "complete" is attributable to

teachers awaiting additional information and/or uncertainty regarding the impact of marking an IEP “complete.” These two factors are being addressed through the continued training and upgrading of the system.

IEP Status	6/02	9/03	6/04	9/04
% Current IEPS in ISPED	74%	97%	98%	99%
% IEPS marked “Complete”	62%	88%	91%	92%

ISPED Status and Capacity Development Actions :

Users have become dependent on ISPED and report that with information “at our fingertips” it has greatly improved monitoring student progress, timely service delivery, and more efficient, collaborative and effective decision making based on current and comprehensive data.

User feedback continues to be the impetus for ISPED system enhancements; however, to minimize confusion to the users, system refreshes are more carefully planned and limited to no more than two per school year.

During this quarter the following improvements and system maintenance activities were completed.

Progress Reports - Another problematic area reported by users is the printing of the Progress Reports. ISPED currently prints one comment per page, so with multiple comments, this is sometimes considered a “paper waste”. This was

Relational Archive – Another change that has been implemented is the migration of ISPED’s archived data to a Relational Database Management System. Though the enhancement will not impact the user interface to ISPED, it does represent the first step toward migrating from the Domino architecture to a more scalable and robust platform. This upgrade allows for overall improvements in system performance, stability, server maintenance, and the capacity to hold larger amounts of data.

Laptop Refresh – The Dell laptops that were deployed to all classroom special education teachers in 2001 to support the implementation of ISPED have had their warranties expire in March 2004. To insure the proper tools are available to sustain data entry to ISPED and support classroom instruction and services, all special education teachers (including Pre-School, Transition, and those at Public Charter Schools) and all Speech Language Pathologists will receive new IBM laptops (on a 3 year lease cycle) in the upcoming 2004-2005 school year. The laptops will be systematically deployed so all users will receive orientation and training on the features and proper use of these computers.

Infrastructure Goal #8: ISPED will provide reports to assist in management tasks.

The increased administrative need for timely and accurate information is very evident in the ISPED reports. There are now over 90 different reports available to teachers and administrative staff. During this quarter many reports were reviewed to ensure that school specific information was easily obtained and understood by a wide variety of new users. Report formats have been revised to ease the transfer of information to the Web Site posting school specific information.

Infrastructure Goal #9: School, district, and state level administrators will use ISPED.

ISPED provides DOE administrators over 90 real time reports designed to assist in measuring system performance at the school, complex, and state levels, as well as provide data for resource allocation. The Department began tracking administrator “log-ons” to ISPED as broad indicators of both the utility of the reports as well as administrative behavior regarding the use of data in proactive management.

As can be seen in the table on the following page that Complex Area Superintendent usage of ISPED is sporadic but that over the past two years the use of ISPED by middle managers, principals and District Education Specialists (DES) is high.

Table: Administrative “Log-ons” to ISPED

	9/02	9/03	6/04	9/04
CAS	0	6	0	3
DES	28	194	159	265
Principals	207	746	367	399

This data suggest that the action plans generated through the Special Education Section designed to improve overall system performance has had an impact on administrative behavior regarding the use of data in decision making and monitoring the impact of system performance activities.

(135) The system must be able to continue to purchase the necessary services to provide for the treatment of children appropriate to the individual needs of the child

Infrastructure Goal #10: The Department will maintain a system of contracts to provide services not provided through employees.

During this report period the DOE has maintained the same 49 contracts with 26 different private agencies to provide SBBH services, including Community-Based Instruction Programs and ASD Programs and Services on an as needed basis. These contracts were effective July 2003 and continue to June 30, 2005. A Request for Proposals for the following fiscal year was released this quarter.

There are nine (9) types of contracts covering the following services: assessments, behavioral interventions, intensive services, psychiatric services, and five (5) for Community-Based Instruction (CBI) services. Listed below is the number of contracts by type of service. The Request for Proposals for contracts during the next biennium are currently being developed.

Type of Service	Number of Contracts
Assessment	10
Behavioral Intervention	11
Intensive Services	12
Psychiatric Services	8
CBI (ages 3-9)	1
CBI (ages 10-12)	2
CBI (ages 13-200)	3
CBI (gender specific)	1
CBI (ASD/SMR)	1

During SY 03-04 the Department contracted services for ASD students at an average expenditure of approximately \$2.9M per month. While the final September 2004 payments are not all accounted, the total expenditure for services to ASD students is \$7.9M. The present rate of expenditure continues at a rate higher than SY02-03 and SY03-04. A program audit has been initiated to determine the reason for this continued growth. This data excludes expenditures from Kauai.

Purchased contracted SBBH services during SY 03-04 totaled \$5,463,510, averaging approximately \$481,522 per month. While total expenditures have not all be invoiced by contractors for the month of September 2004, a total of \$925,894 has been expended for SBBH services this quarter. This is a rate of \$308,631 per month, significantly lower than the average last school year.

The SBBH expenditures discussed in the previous paragraph do not include slightly more than \$2M expended for off campus SBBH programs. These "Community-Based Programs" are expected to cost approximately \$640,000 per month.

Infrastructure Goal #11: Administrative measures will be implemented when expenditures exceed the anticipated quarterly expenditure by 10%.

The broad programmatic categories within EDN150 are Special Education Services, Student Support Services, Educational Assessment and Prescriptive Services, Staff Development, Administrative Services, and Felix Response Plan. EDN150 allocations for all of these groups total slightly more than \$284M dollars for SY 04-05. This represents the same amount of funding allocated in SY03-04.

At the end of this quarter, September 2004, \$72,596,586 was expended. The costs were .5% over budget, attributed to increased costs in providing services to student with Autism Spectrum Disorder.

Key Performance Indicators

The existence of an adequate infrastructure is not an end in and of itself. The true measure of the attainment of EDN150 program goals and objectives are in the timely and effective delivery of services and supports necessary to improve student achievement. While the measurement of student achievement lies within the purview of classroom instruction, key system performance indicators exist that provide clear evidence of the timeliness, accessibility, and appropriateness of supports and services provided through EDN150 and the responsiveness of CSSS to challenges threatening system performance.

(136) The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance.

(Revised Felix consent Decree, July 1, 2000, page 20)

Performance Goal #1: 90% of all eligibility evaluations will be completed within 60 days.

Good practice and regulation expect timely evaluation to provide the foundation for an effective individualized education or modification program that will assist students achieve content and performance standards. This measure identifies the timeliness with which the system provides this information to program planners.

Since June 2002 the Department has made steady progress in meeting this performance goal. During this quarter 85% of the 1,701 evaluations were completed within 60 days. This decrease is consistent with the previous two years during the same period when staff, parents, and students are unavailable for assessments and meetings due to summer vacations.

SY	July	August	September
02-03	80%	74%	79%
03-04	94%	82%	86 %
04-05	89%	80%	85%

Special Education Section action plans which increased the timeliness of evaluations last school year during the 2nd Quarter are being continued. It is expected that this performance target will be met in the following months.

Performance Goal #2: There will be no disruption exceeding 30 days in the delivery of educational and mental health services to students requiring such services.

A service delivery gap is a disruption in excess of 30 days of an SBBH or ASD related service identified in an IEP or MP. A “mismatch” in service delivery (i.e., counseling services expected to be provided by an SBBH Specialist actually delivered by a school counselor) is included in this category as a service delivery gap.

Service delivery gaps occur for a variety of reasons but occur primarily because an individual related service provider (i.e., SBBH contractor) is temporarily unavailable to provide the requisite service as opposed to “wait lists” which are due to the unavailability of a program of educational services. Last school year there were only a few students for whom a program, CBI, was not available. Increased CBI capacity was developed through new contracts and the issue is resolved.

Gaps per Month			
SY	July	August	September
02-03	12	14	15
03-04	8	9	16
04-05	10	15	17

An increase in the number of service delivery gaps is not unusual during the summer months when contracted service providers take vacations or spend increased time away from work. The majority of the gaps in service were due to the lack of availability of Skills Trainers. Closer coordination with contracted service providers, effective in greatly reducing service delivery gaps due to the lack of availability of Skills Trainers last school year, will be reestablished.

The independent review regarding students in non-residential out-of-home placements whose least restrictive educational environment is not a regular school campus mentioned in the Introduction section will address a second cause; difficulty in locating and accessing unique and highly complex service arrangements to support the transition of students between DOE SBBH and CAMHD services.

Performance Goal #3: The suspension rate for students with disabilities will be less than 3.3 of the suspension rate for regular education students.

Concern regarding the possibility of disproportionate suspension rates for students with disabilities has existed since at least the 1994 Office of Civil Rights, *Elementary and Secondary Compliance Reports*. Beginning in 2000, the Felix Consent Decree Court Monitor and Plaintiffs’ Attorneys expressed concerns relative to the suspension of students with disabilities. The Felix Monitoring Office, *Suspension Study*, prepared under the direction of the Court

Monitor reported findings of an in-depth study of the relative suspension rates of regular and special education students. Those findings over a four-year period illustrated a wide range of suspension rates over geographic and school specific characteristics. General trends were that the overall suspension of students was decreasing but students with disabilities were more likely to be suspended.

Between 2001 and July 2003, the Department reported to the Court Monitor, Plaintiff's Attorneys, and the Court the relative increase risk rate for suspension of special education students. However, the Court Monitor questioned the applicability of using as a target the 3.3 rate reported in the Government Accounting Office (GAO) report of 2001 based on serious misconduct and a special study was conducted. Those findings are reported in the July 2003-September 2003 Quarterly Performance Report. Those findings indicated that most schools, especially elementary schools do not suspend any, or very few, students with disabilities but that wide variation continued to exist across geography and even within schools with similar characteristics among secondary schools. Subsequently, Department efforts increasingly utilize school specific action plans to address the use of suspension as a response to student misconduct.

The aggregate cumulative suspension rate for all schools at the end of SY03-04 is 3.2. It is lower than the rate of 3.4 reported for the two (2) previous quarters. Comparatively, last year in June the aggregate cumulative suspension rate was 3.2. The data does indicate that school specific interventions are continuing to lower the rate of suspensions for all students although special education suspensions continue to be more frequent. The following table portrays the aggregate cumulative suspension for all schools under this format.

	2001-2002	2002-2003	2003-2004	1 st Qtr 04-05
Regular Education				
Enrollment	160,494	163,309	170,283	177,641
Suspensions	13,358	10,106	9,338	1,372
Percent per 100	8.3	6.19	5.48	.77
Special Education				
Enrollment	23,428	24,050	23,480*	22,731
Suspensions	6,627	4,376	4,241	650
Percent per 100	28.3	18.2	17.8	2.87

* Special education enrollment number from May 2004 was used because it more accurately represents the Enrollment during the school year.

The school specific suspension data is set forth in the *Stipulation for Step-Down Plan and Termination of the Revised Consent Decree* dated April 15, 2004. This report format calls for school-by-school reporting of the "percentage of suspensions of regular education and special education students per hundred, ..." (page 9). The information is available through the DOE website under Reports, Felix (<http://165.248.6.166/data/felix/index.htm>).

Performance Goal #4: 99.9% of students eligible for services through special education or Section 504 will have no documented disagreement regarding the appropriateness of their educational program or placement.

There are two sources of documented disagreements. One is a formal written complaint mechanism. By regulation, formal written complaints must be addressed within 60 days. The second is the Request for an Impartial Hearing. The decision by an Administrative Hearings Officer is to be issued within 45 days of the filing of a request.

1st Quarter Results

There were 14 (3 written and 11 telephone) complaints this quarter. The Department met this goal during this quarter, as 99.9% of the students receiving services during this quarter had no documented disagreements.

Complaints

The number of formal written complaints regarding the delivery of mandated services and supports to students continues to be low. This increase may be in response to the active complaints investigation and resolution initiatives by the Special Education Section.

Number of	1 st Qtr SY 02-03	1 st Qtr SY03-04	1 st Qtr SY04-05
Written Complaints	2	5	3
Telephone Complaints	15	15	11

The Special Education Section, Complaints Office, also receives telephone inquiries regarding the delivery of educational services and supports to students with disabilities. These inquiries do not rise to the level of a formal complaint but nonetheless provide additional information regarding the degree to which school and complex staff are effective in communicating with parents regarding the educational needs, characteristics, and subsequent educational program decisions for students.

Requests for Impartial Hearings

The number of requests for impartial hearings has been steadily increasing from 1997 to 2002, at which point it stabilized. An analysis of requests for impartial hearings and the outcomes was submitted to Court in June 2003. The Department increased facilitation and mediation resources available to schools as an initial step to assist parent and school problem solving related to the provision of specialized instruction and related services.

Month	SY 01-02	SY 02-03	SY 03-04	SY04-05
July	16	17	14	23
August	14	18	9	20
September	15	15	41	11
Total	45	50	64	54

The overall number of requests for hearings was somewhat smaller last school year, 169 as opposed to 174 the previous two years. It is too early to tell if the new IEP Conciliation component added to the contract that makes facilitation and mediation available to schools and parents in June 2004 will reduce the number of hearings. While the number of requests this year is lower than last year for the same period, the number of requests is still higher than previous years.

Performance Goal #5: The rate of students requiring SBBH, ASD, and/or Mental Health Services while on Home/Hospital Instruction will not exceed the rate of students eligible for special education and Section 504 services requiring such services.

The number of students receiving Home/Hospital Instruction (H/HI) decreased significantly from similar quarters of the previous two school years. As can be seen in the table below the number of students on H/HI and the number of students with disabilities on H/HI is below that of the 4th quarter last school year. Of the 22 students with disabilities on H/HI, 19 (32%) required SBBH services. The percentage of students with disabilities in other educational arrangements with either SBBH or Mental Health in their educational plans is 32% statewide. This goal is met.

Quarter	1 ^{4th} Qtr SY 02-03	1 st Qtr SY 03-04	1 st Qtr SY 04-05
Total # students on H/HI	227	91	69
# Students with disabilities on H/HI	107	37	22
% Of students with disability on H/HI requiring SBBH or Mental Health	23%	13.5%	13%
State % of students with disabilities receiving SBBH or Mental Health	32%	32.5%	28%

As can be seen in the table below, the number of students placed in H/HI due to social or emotional needs is 50% less than the 1st quarter of the last school year.

Quarter	1 st SY 03-04	1 st SY 04-05
Number of Students	8	4

Performance Goal #6: 100% of complexes will maintain acceptable scoring on internal monitoring reviews.

No Internal Monitoring Reviews were conducted this quarter. Please refer to Section II, Internal Monitoring for preliminary scores for complexes monitored early in the 2nd Quarter.

Performance Goal #7: 100% of the complexes will submit internal monitoring review reports in a timely manner.

No internal monitoring review reports were required during this quarter.

Performance Goal #8: State Level feedback will be submitted to complexes following the submittal of internal monitoring review reports in a timely manner.

There were no State Level Feedback Reports required this quarter. An applicant was offered the position for Felix Compliance Officer previously vacated due to promotion. The vacancy in this position delayed some State Level Feedback reports to complexes during the last quarter.

Performance Goal # 9: "95% of all special education students will have a reading assessment prior to the revision of their IEP."

The Stanford Diagnostic Reading Test (SDRT) is the reading assessment used prior to the annual revision of the IEP. It is recommended that the assessment be administered within 90 days of the IEP. The SDRT is a group-administered, norm-referenced multiple-choice test that assesses vocabulary, comprehension, and scanning skills. The SDRT is not, nor is it intended to be, an adequate measure for a complete understanding of the student's PLEP. This is because, although diagnostic, the SDRT also falls into the category of summative assessments. A summative assessment is generally a measure of achievement or failure relative to a program or grade level of study.

Students exempted from the SDRT may need alternative (not alternate -- that refers to the state high stakes testing), formative assessments to guide instruction. This might be any combination of teacher observation, a one-on-one reading conference, the Brigance, etc.

The compliance rate is markedly improved over last school year, but still falls short of the Department's goal.

Reading Assessment Completion Rates

School Year	July	Aug	Sept
SY 03-04	48%	70%	86%
SY 04-05	60%	82%	90%
Increase	12%	12%	4%

Performance Goal# 10: 95% of all special education teachers will be trained in specific reading strategies.

Last school year this target was met as 246 of 248 new teachers received training in specific reading strategies to assist special education students become proficient readers. Currently the Reading Specialist, and support staff, is preparing to train new special education teachers.

Performance Goal #11: 90% of all individualized programs for special education students will contain specific reading strategies.

To determine the degree of compliance with this expectation, Reading Resource Teachers in the Special Education Section randomly selected 10 IEPs per complex written during the month. The selected IEPs are reviewed for evidence of the inclusion of specific reading strategies.

Performance in this area dipped during the first quarter but improved during this quarter. It is likely that the combination of summer hires and new teachers contributed to decreased performance and training and corrective actions have been successful. This performance indicator is met.

Reading Strategies in IEPs	July '03	Aug '03	Sept '03	July '04	Aug '04	Sept '04
% with reading strategies	79%	91%	87%	97%	93%	95%

Performance Goal #12: System performance for students with Autism Spectrum Disorder will not decrease.

The Department uses the Internal Review process as an indicator of system performance related to students with ASD. There were no internal reviews conducted during this quarter.

The Department is continuing the Request for Proposal (RFP) process to solicit contracts with private agencies for services the DOE does not have the capacity to provide. A Request for Information meeting was held with provider agencies on July 22, 2004 to solicit feedback. Providers were asked to discuss the various aspects of the current configuration of service delivery and how it could be improved. The information gathered was considered in crafting the new RFP's. The RFP's have been available since October 12, 2004. These RFP's will have a start date of July 1, 2005.

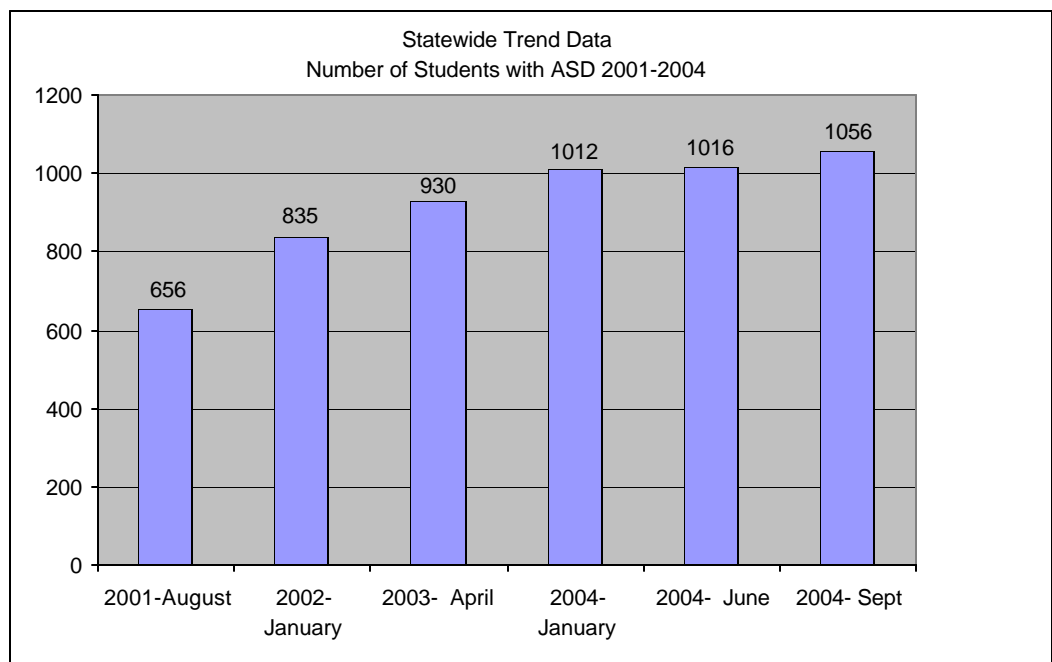
The pilot projects in Central and Windward Districts to increase the number of DOE employees providing services to students with ASD are moving ahead. Each district has held several meetings to explain the scope of the projects and answer questions from the public. The Behavioral Health Specialist position description with a select certification in autism

has been finalized and the paraprofessional position description with skills and knowledge in autism is in draft form.

The *Quality Indicators for Educational Programs Serving Students with ASD's Guide* is currently being field tested by each district. This guide is intended as a self-review for teachers to identify areas of strength in a school program and to identify training needs. The districts will gather feedback and recommendations for improvements to the guide from the field during this school year.

The Autism Society of America has stated that based on statistics from the U.S. Department of Education and other governmental agencies, autism is growing at a rate of 10-17 percent per year nationwide. One year ago in September of 2003 there were 963 students identified statewide with a DOE eligibility of autism or a clinical diagnosis of ASD, to date there are 1,055 students with a DOE eligibility of autism or a clinical diagnosis of ASD statewide. This is a 9.6% increase.

As can be seen from the table below, the number of students with ASD continues to increase.



Performance Goal #13: The SBBH Program performance measures regarding service utilization will be met.

IDEA/504 Students Receiving SBBH Services

As seen in Tables 1 and 2, an average of 80 percent of the total number of Felix-Class students were identified as IDEA and an average of 20 percent were 504 eligible students. This indicates an increasing trend in the ratio of IDEA students receiving SBBH services based on data compiled in the past year. Last quarter's data reported 78% IDEA; the previous quarter calculations indicated 77 percent of students received SBBH as an IDEA Related Service; three quarters ago, the average was 74 percent IDEA and 19 percent 504 students.

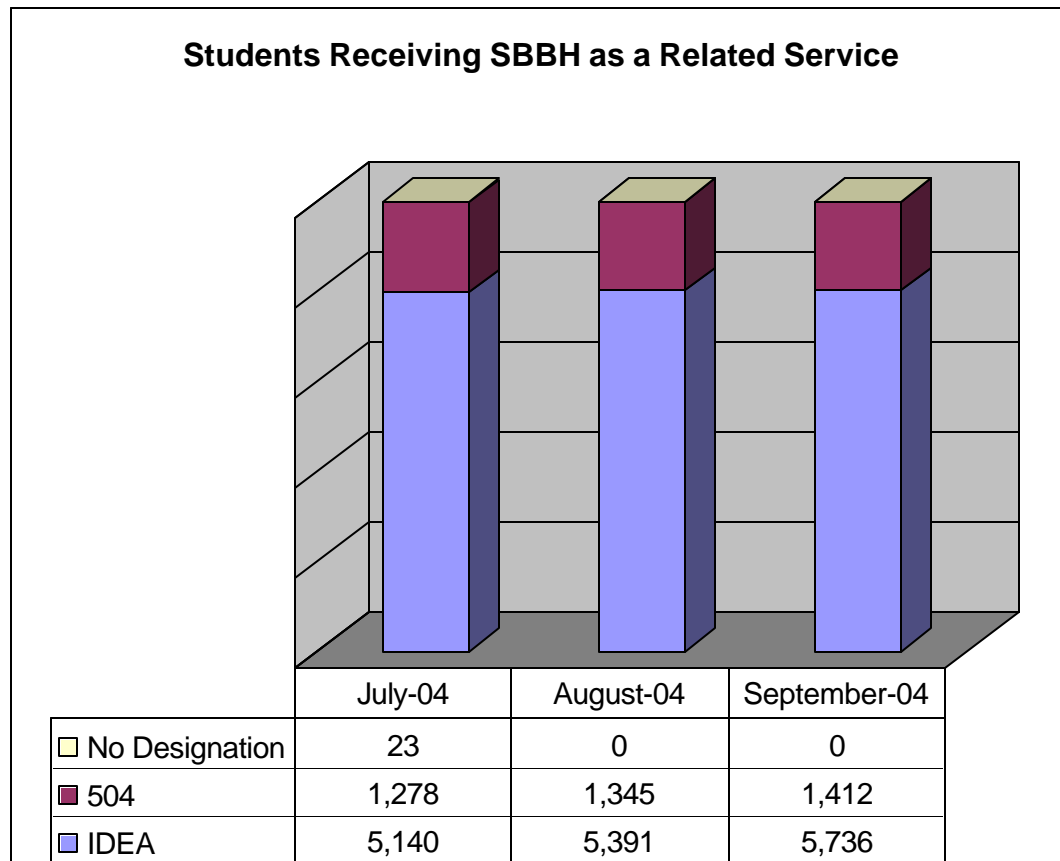
Data collection is improved and is notable in the decreasing number of students who had no IDEA or 504 designations, although they were receiving counseling as a special education or 504 Related Service. In the months of September and October, all students were appropriately identified as either 504 or IDEA eligible.

As anticipated at the end of the year, the number of IDEA/504 students who received SBBH services decreased during the last two months of the previous quarter in May and June. As anticipated, the number of students who received SBBH services increased each month during this quarter (6441 students in July, 6736 in August, and 7148 students in September.) Increasing number of students may be anticipated next quarter.

Table 1

Students Receiving SBBH as a Related Service				
Month	IDEA	504	No Designation	Total
July '04	5,140	1,278	23	6,441
August '04	5,391	1,345	0	6,736
September '04	5,736	1,412	0	7,148

Table 2



Types of Services

Table 3

SBBH Students/Services July-September 2004						
MONTH	Total # of SBBH Students	Individual Counseling	Group Counseling	Family Counseling	Medication Management	CBI/TC/ ELC*
July	6,441	5,358	755	901	944	249
		83%	12%	14%	15%	4%
August	6,736	5,676	696	768	903	204
		84%	10%	11%	13%	3%
September	7,148	6,232	800	868	1,000	236
		87%	11%	12%	14%	3%
Average	6,775	5,755	750	846	949	230
		85%	11%	12%	14%	3%

Per Table 3, individual counseling continued to be the most frequently used and on-going intervention for an average of 85 percent or an average of 5775 students per month as compared with 85-87% in the previous two quarters. Group counseling was the method of intervention for 11 percent or an average of 750 students each month, a 2 % decrease

from last quarter's average. 949 or 14 percent of students received medication management, which is consistent with previous quarters. Family counseling was an adjunct to individual counseling for 12 percent or an average of 846 student/families per month. Three percent or an average of 230 students was reported in this past quarter to have received intensive DOE services. Ratios for both family counseling and intensive services were consistent with the previous quarters' data.

Comparison of SBBH Providers

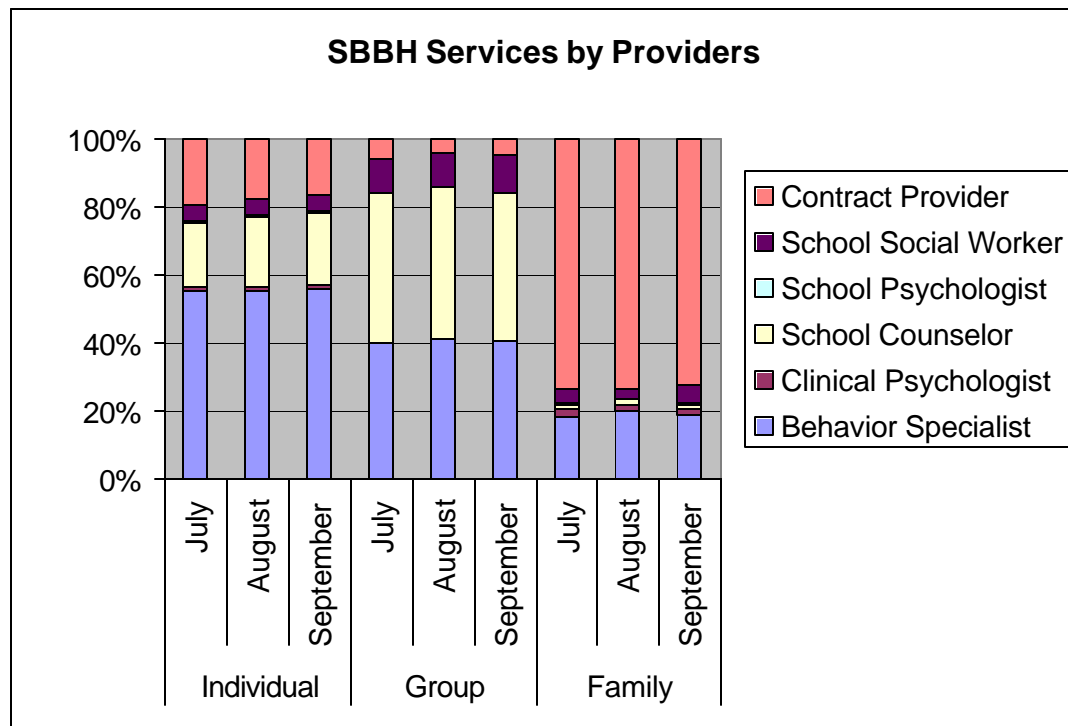
As seen in Tables 4 and 5, the Department of Education staff continues to provide most interventions with the exception of family services that were often delivered by contracted providers. DOE staff provided an average of 83 percent of the individual counseling, an increase of 2 percent as compared with last quarter's ratio, with a corresponding 2 percent decrease in contracted providers delivering individual counseling. Of the DOE providers, Behavior Specialists delivered 55 percent and counselors 20 percent of the individual counseling, consistent with last quarter. DOE staff has been the primary provider of 95 percent of group services. Social workers are increasingly providing group services as reflected in the increase from 5 percent last quarter to 10 percent of group services this quarter.

Behavior specialists and counselors continue to provide the bulk of group services, 41 and 44 percent respectively. This was a significant shift when compared to six months ago when counselors provided 68 percent and behavior specialist provided 27 percent of group services. On the other hand, contracted providers were increasingly utilized (six percent increase to 74%) to provide 74 percent of family counseling services, with the balance provided by DOE staff and DOH.

Table 4

SBBH Services by Provider Types (July - September 2004)									
	Individual			Group			Family		
DOE Provider *	July	Aug	Sept	July	Aug	Sept	July	Aug	Sept
Behavioral Specialist	3,062	3,301	3,492	319	308	325	170	163	165
	55%	55%	56%	40%	41%	41%	18%	20%	19%
Clinical Psychologist	81	68	64	1	0	2	23	15	12
	1%	1%	1%	0%	0%	0%	2%	2%	1%
School Counselor	1,030	1,220	1,308	353	334	346	11	13	14
	19%	20%	21%	44%	45%	43%	1%	2%	2%
School Psychologist	28	50	30	1	0	0	1	1	1
	1%	1%	0%	0%	0%	0%	0%	0%	0%
School Social Worker	277	291	311	79	75	89	39	20	49
	5%	5%	5%	10%	10%	11%	4%	2%	6%
Total	4,478	4,930	5,205	753	717	762	244	212	241
DOE Provider Total *	81%	83%	84%	94%	96%	95%	26%	26%	28%
Contract Provider Total	1,068	1,045	1,027	49	33	38	681	596	627
	19%	17%	16%	6%	4%	5%	74%	74%	72%

Table 5



Focus of Services

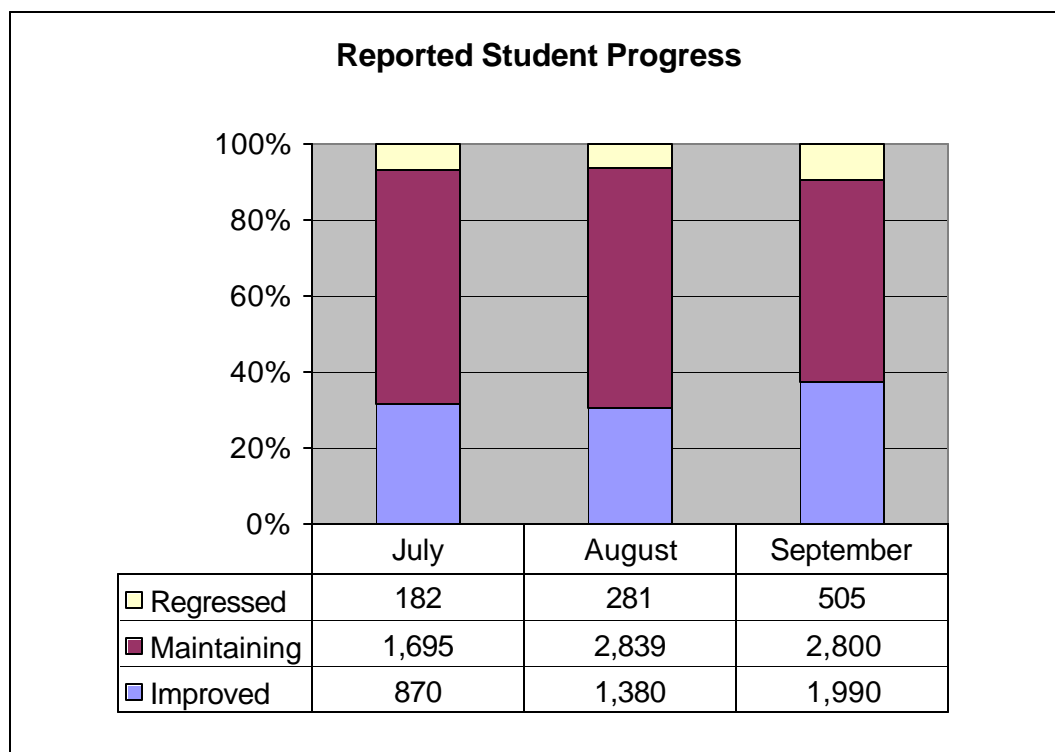
Table 6

Focus of Services							
MONTH	Attention		Emotional		Cooperation		Social Skills
July-04	742	18%	1,606	39%	931	23%	797 20%
August-04	914	19%	1,724	37%	1,058	22%	1,026 22%
September-04	1,041	20%	1,978	37%	1,160	22%	1,121 21%

Based on a comparison between the past three quarters' data on the focus of services for SBBH students, results were generally similar with only a one to two percent fluctuation. Approximately 19% of students required services related to Attention/Organizational skills, 37% Emotional/Coping skills, 22% Cooperation/Compliance skills, and 21% Social Skills. Students whose primary focus is the development of emotional/coping skills have consistently comprised the largest group, approximately 37%. (See Table 6)

Reported Student Progress

Table 7



Staff also reported student progress (Table 7) for 2747 students in July, 4500 in August, and 5295 students in September. The number of staff who reported student progress decreased significantly in July but has increased each month thereafter. Progress indicators were reported for 43 percent of students who received SBBH services in July. The decrease in the number of students with progress reported may correlate with the challenges associated with the student population served during the summer and who need Extended School Year services. Students served during this period generally have special needs that require more intensive/extended services. The percentages of students with reported progress levels increased to 67 and 74 percent in the following months of August and September. Although these numbers represented a portion of the student population who receive only SBBH services, they are, nonetheless, positive indicators that the majority of students are maintaining or making progress.

New and Exiting Students Receiving SBBH as a Related Service

In tracking students receiving, as well as, those no longer receiving counseling or other SBBH support as an IEP/MP related service (Table 8), sub-categories were noted. The data log differentiates between those students who are newly identified as needing SBBH services as an IEP/MP related service (New) from those students who already were receiving IEP/MP and SBBH services but new to a provider or school

(Transferred In). Students who had achieved their goals as well as those who moved or terminated the service and no longer require counseling or other SBBH support as a related service are categorized under Exit.

Table 8

COUNSELING/SBBH AS IEP/MP RELATED SERVICES					
MONTH	Entering		Exit		
	New	Transferred in	Met Goals	Moved, etc.	Parent Declined
July-04	149	290	186	227	42
August-04	233	533	132	174	25
September-04	100	138	60	58	10
QTR Totals	1,443		914		

Per data presented in Table 8, 482 students were newly identified as needing SBBH as an IEP/MP related service this quarter in comparison to 622, 724, and 511 in the preceding quarters. Referrals are anticipated to increase, peak, and then taper in the next three quarters. 378 students met goals during this first quarter of the school year in contrast to the 694 students who met goals and/or graduated last quarter.

961 students already receiving CSSS level 4 and 5 SBBH services transferred. Data reflects much movement of students into, between, and out of the schools. This means that SBBH staff are continually challenged with developing relationships with new students and parents, understanding students' needs, developing plans and services, as well as, transitioning students into, between, and out of the schools. Data reflects that the system is fluid, not static, as new students are identified as needing services and others exit due to meeting goals and attaining success.

While the statewide totals appeared to follow a curve similar from month to month, review of the data for the entire FY 03-04 found that the SBBH program served an average of 7508 students with IDEA/504 related services each month. However, over the course of the year, 10,688 students were provided these services, based on an unduplicated count. In addition, with refinement of data collection and analysis, it was ascertained that 30% of those students met goals and or graduated, indicating that the numbers are underreported.

Early Intervention Services

In the context of the CSSS system and the array of supports, DOE personnel who provided the services for Felix-class students also provided early intervention services for Non-Felix-class students (Table 9). 46,765 non-IDEA/504 students were provided consultation, observation, classroom guidance instruction, functional behavioral assessments/behavior support plans, walk-in counseling, and other assistance to classroom teachers and students during this past quarter, which includes the summer months. This is consistent with the number of non-disabled students, 48,000, who were served during the previous quarter. As illustrated in Table 9, the same staff providing

SBBH services to Felix-Class students including counselors, behavior specialists, social workers and psychologists also reported statewide provision of 63,064 hours of early intervention SBBH services during the July through September 2004 quarter. These services included individual, classroom, and consultation supports. This is in addition to services provided by other counselors who did not serve Felix-Class students.

Table 9

Non-IDEA/504 Students served		
Month	# of Non-IDEA/504 Served	# of Non-IDEA/504 Hours
July-04	2,782	6,587.8
August-04	20,733	24,985.6
September-04	23,250	31,490.4
State Total	46,765	63,064

Non-supervisory level psychologists, behavioral health specialists, counselors, and social workers facilitated an additional 1154 FBAs across the five levels of CSSS, as compared to 1297 FBAs during April through June. Effort is evident in the provision of early intervention services. Data reflects system responsiveness based on the numbers of non-disabled students accessing services, indicating awareness, identification, and utilization of School-Based Behavioral Health supports across the levels of CSSS to meet students' needs as soon as possible.

Month	# of FBAs
July-04	160
August-04	341
September-04	653
Total	1,154

Performance Goal # 14:

- a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report form of the Achenbach.*
- b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample.*

Consistent with the goal of continuous SBBH program improvement, a new model of program evaluation is being developed. This model is more comprehensive and data collection is integrated with program events, such as annual IEP/MP reviews and initial entry to CSSS level 4 and 5 SBBH services. These changes provide more useful comparisons for monitoring individual student progress as well as overall SBBH program effectiveness.

Program Evaluation Improvements

The School-Based Behavioral Health (SBBH) program was implemented in the Department in July of 2001. While the need for an objective measure of program effectiveness has been recognized from the onset, the tools and procedures selected for collecting data were not optimal. There are several significant improvements that will be implemented during the next quarter.

Change From ASEBA to BASC-2

The Achenbach System of Empirically Based Assessment (ASEBA), which included the rating scale that was previously used to examine SBBH program effectiveness, is designed for use in clinical settings. In contrast, the Behavioral Assessment System for Children, Second Edition (BASC-2), is the rating scales that will be used starting in January 2005 and is specifically designed for use in schools. In fact, it is used more frequently in schools throughout the United States than all other scales of this type combined. The scales on the BASC-2 provide information that is much more relevant for school needs and the findings identify priority targets for intervention in this setting.

The ASEBA and the BASC-2 both address the student profile in relationship to common mental health diagnostic criteria relevant for services/supports through 504 service agreement. However, the BASC-2 is also specifically designed to address eligibility criteria for special education due to emotional disturbance under IDEA. This is an important addition because the students eligible for special education services most frequently receive counseling as an IEP Related Service. The ASEBA and the BASC-2 allow the student score profile to be compared with norm groups of children diagnosed with a variety of clinical conditions, but the BASC-2 also makes comparisons with other normative samples more relevant to the school setting, including children diagnosed with a learning disability and children diagnosed with an Attention Deficit Hyperactivity Disorder.

Both the ASEBA and the BASC-2 were designed to identify mental health problems. However, the BASC-2 also identifies student strengths. These strengths are critical in planning interventions because they can be used to help students overcome their challenges.

The BASC-2 also includes two additional assessment tools, which have no parallel form in the ASEBA. The Structured Developmental Interview (SDI) is critical for putting the data obtained from the rating scales into the context of the child's history. Although this information was collected previously, the format was not as consistent or as thorough as the one collected through this instrument. The BASC-2 also has a Structured Observation System (SOS). This system helps standardize the observation for any student, and it targets behaviors that are the most relevant for intervention in the school setting. These observations are important because they are a more direct measure of behavioral changes, which can identify change more quickly than the more impressionistic behavior checklists.

Limitations Related to the Use of Samples When Monitoring SBBH Program Effectiveness

Previous SBBH program effectiveness monitoring consisted of administration of the

Teacher Report Form (TRF) from the ASEBA every six months to a 10% random sample of Felix-class students receiving SBBH services on May 2003. This sample shrunk from the 715 originally selected, to 381 by May 2004, and it continues to reduce in size. The only apparent advantage of continuing to administer the TRF for this sample would be to do a longitudinal comparison of scores on this scale for students who have not improved enough to lead to discontinuation of higher-level SBBH services. Although it may be interesting to further study students who need long-term SBBH services, continuing collection of data on this sample would not provide a relevant measure of overall SBBH program effectiveness.

The disadvantages to continuing data collection with this sample to measure current SBBH program effectiveness are numerous.

- The sample that was being studied is no longer a representative random sample of current Felix-class recipients of SBBH services because it does not include any new students who have entered the program during the past 1½ years.
- The remaining sample is biased because it includes a disproportionate number of students with chronic and/or severe problems. This bias occurred when students from the original sample who made progress were removed from the sample because they met goals and exited level 4 and 5 SBBH services. Other Felix-class students who graduated from high school, which was also viewed as success, were also removed from the sample.

If another sample were selected, we would have similar problems a year from now.

New Data Collection Based on All IDEA/504 Students Who Receive SBBH Services

The new data collection model will provide information of value at the school level to enhance services for **all** Felix-class students, and the resulting data will be also be aggregated to assess the overall SBBH program.

The following procedures for the new model of data collection, are targeted for implementation beginning January 2005:

- All applicable components of the BASC-2, including the Self Report of Personality (SRP), Parent Rating Scales (PRS), Teacher Rating Scales (TRS), Structured Developmental History (SDH) and Student Observation System (SOS) will be administered for all newly identified students with disabilities who require SBBH services.
- The BASC-2 TRS will be administered for all students with disabilities receiving SBBH services at the time of each subsequent annual review of the IEP/504 service plan.

This procedure provides a baseline measurement of each student's functioning at the time they begin to receive level 4 and 5 SBBH services. More importantly, the use of the multidimensional BASC-2 at that time also enhances the school team's understanding of the individual student for development of the initial service plan. The service plan includes counseling goals, as well as other supports and interventions needed for that student to be successful. BASC-2 findings are expected to contribute to optimization of such planning.

Administration of the TRS at the time of the annual review of each student's IEP/504 plan provides an objective measurement of progress from the previous baseline whereas the previous model was designed only to measure program effectiveness. The information gathered from the Achenbach was not communicated in any form that would provide feedback needed to focus interventions directly on the current areas of greatest need.

Implementation Schedule

During the next quarter, a primary task will be the installation and testing of the BASC-2 software. We have been discussing our needs with the software developer from American Guidance Services for several months. Through this collaborative effort they anticipate release of the Client Server version of the BASC-2 software suitable for our needs in late December 2004. Meanwhile, statewide training of SBBH staff has been provided this quarter, with follow-up trainings continuing to occur. (Refer to report under Performance Goal 15.)

At the end of each quarter the data for all applicable components of the BASC-2 for newly identified Felix-class students will be summarized. TRS scores for all students who had annual reviews will also be reported. Once a second TRS has been administered for a student, a meaningful comparison to the baseline can be made for that student. However, it is important to note that the first quarterly report that will include these comparisons will be in April 2006. During this interval, the progress of individual students will continue to be monitored by staff and teachers providing educational and SBBH interventions. These comparisons will be aggregated to determine if the following goal has been met. Please note the revisions made to accommodate the change from the ASEBA to the BASC-2.

- a) 60% of all students receiving SBBH services will show improvement in functioning on at least one scale on the Teacher Rating Scales (TRS) form of the BASC-2.

Goal Attainment as a Measure of Program Effectiveness

A more direct measure of program effectiveness is attainment of the IEP/504 service plan goals. However, collection of this data is only meaningful if goals are written in measurable terms, and objective data is collected to monitor progress. During the past quarter, training in writing measurable goals and in progress monitoring was provided to all SBBH staff. Additional follow-up training will be provided at the complex level during the current school year. Once these skills are developed, and reliable reporting of goal attainment is accomplished, utilization of the data as an additional indicator of program effectiveness will be viable.

Goal attainment data will also provide objective feedback that can be used for program monitoring and improvement. For example, we may find that we are very effective with some problem areas but less so in others. This information would be useful when targeting areas of emphasis for subsequent training and supervision.

New performance goals

- b) A "Measurable Goals and Progress Monitoring" pilot project will be implemented in at least one complex during the last quarter of the current school year.

Performance Goal #15: System performance for students receiving SBBH services will not decrease.

SBBH leadership continues to increase effectiveness related to continuity of staff and increased opportunity to develop collaborative relationships with staff at all levels of the program. The SBBH State Training Coordinator, a doctoral-level school psychologist, transitioned from three-quarters to full-time on August 18, 2004. This has led to a very active training schedule during this quarter. The SBBH Educational Specialist and the SBBH State Training Coordinator have attended psychologist and SBBH meetings in every district, including all islands, during this quarter. This has been critical in assuring that best practices are being consistently implemented throughout the state. Consistent leadership, networking and collaboration continue to be critical in system sustainability and improvement.

State-wide Training

Efforts to increase system improvements in assessment, clarification of service goals, student progress monitoring, program progress monitoring, and collaboration with other agencies serving our students and families included:

1. Inviting staff from Department of Health and Special Parent Information Network (SPIN) to trainings pertinent to them. A primary goal during these encounters has been to promote an understanding of services that are available at the school-level to support students with emotional and behavioral challenges and the importance of parent participation in achieving student success. An article published in the September 2004 SPIN News titled "Evaluating Positive Behavior Support Plans" included many of the concepts presented in one of the state-wide trainings provided this quarter.
2. Training on "Ethnic Identity" was conducted for Leeward district on July 15, 2004. A total of 28 DOE employees including Clinical Psychologists, School Psychologists, Behavioral Specialists and Social Workers attended this workshop presented by Kiaka Gaughen, a Behavioral Specialist from Windward district. This presenter was rated 4.7 on a 5 point scale. It is also noteworthy that Leeward district has subsequently received numerous requests for a follow-up training on this topic.

This training provided one component of a more general presentation on cultural competency needed by SBBH staff, especially if they have recently moved to Hawaii.

This curriculum is being developed for workshops that will be provided throughout the state within the next year. The first planning meeting for this training, which included the SBBH Training Coordinator, Kiaka Gaughen, and the Molokai Complex school psychologist, Dr. Caryl Hitchcock, was held on September 16, 2004. A Department of Health employee who has expertise in this area is participating in the development and implementation of this training. This process is important because it provides collaborative experience beyond district and department lines and helps all staff attending this training become aware of the intra- and interagency resources

that are available. Planning for the follow-up workshop will continue during next quarter.

3. Dr. Mark Daniel conducted The Administration and Interpretation of the Kaufman Assessment Battery for Children-Second Edition (KABC-II) and Kaufman Test of Educational Achievement-Second Edition (KTEA-II) workshop on July 28, 2004. Dr. Daniel is the senior scientist involved in the revision of these tests, which are used for identification of learning disabilities and other learning problems. A total of 86 DOE employees including Clinical Psychologists, School Psychologists, Psychological Examiners and Student Service Coordinators attended this training. An edited video and DVD will be made and distributed to each district for training new staff or ones who were not able to attend the original training. This presentation was rated 4.1 on a 5-point scale.

Many psychologists attended the American Psychological Association national convention, which started on the day Dr. Daniel provided his conference. Therefore, American Guidance Services, the publisher of this test, gave the DOE twenty-two free passes to attend a workshop provided by one of the authors of these tests, Dr. Alan Kaufman. This training was conducted at the APA conference on August 1, 2004.

4. The Behavioral Assessment for Children, Second Edition (BASC-2) training was conducted by Dr. Cecil Reynolds on Oahu, August 2, 2004. Dr. Reynolds, who is a coauthor of this scale, is world renowned for his training and research. He has written more than forty books including "The Handbook of School Psychology" and "The Encyclopedia of Special Education." This training was arranged to assist SBBH staff in identifying goals and planning interventions for students. Psychologists will also use these scales when performing evaluations for possible IDEA/504 eligibility. 130 DOE employees including Clinical Psychologists, School Psychologists, Behavioral Specialists, Social Workers and School Counselors attended this workshop. This presenter was rated 4.6 on a 5-point scale.

This training was crucial in laying the foundation for the implementation of a comprehensive system for evaluation of SBBH program effectiveness. Consequently, the BASC-2 will replace the Achenbach Scales previously utilized for program evaluation based on findings from a random sample of students, of which the sample size has diminished. (Please refer to the report on Performance Goal 14 for further explanation.)

In addition to Dr. Reynolds' session, the SBBH Training Coordinator presented the BASC-2 workshops utilizing a synopsis videotape of Dr. Reynolds presentation and discussion of key concepts to a total of 106 DOE Employees on Maui, Kauai, Kona, Molokai and Hilo. The presenter average ratings for these workshops were 4.2 on a 5-point scale.

Support during the implementation of the BASC-2 will be provided during statewide psychologist meetings and district-level meetings. Technical assistance will be provided through the state school psychologists and the test publisher, American Guidance Services (AGS). A follow-up conference on the BASC-2 will be co-

sponsored by AGS and DOE in the spring of 2005.

5. Greg Llewellyn provided the initial training on Functional Behavioral Assessment (FBA) and Behavioral Support Plans (BSP) three years ago when the SBBH program began. Dr. Llewellyn returned for five presentations titled “Design and Monitoring Progress of Behavioral Support Plans” from August 9-13, 2004. A primary focus during this presentation was placed on writing measurable goals and monitoring progress toward goal attainment. 28 DOE employees attended the “train the trainers” workshop on August 9, 2004, including representatives from each district. 211 staff attended the general training on Oahu on August 10th, and a total of 138 DOE employees attended the training at Hilo, Kauai and Maui on August 11-13th. This presenter was rated 4.7 on a 5-point scale based on the average across all of these presentations.

Plans to support SBBH staff in implementing the skills learned during this training will be accomplished by meetings with Behavioral Specialists and their supervisors at the complex and/or district level. These meetings will include a brief review of the concepts presented in the original workshop and activities where participants practice writing measurable goals and a plan for progress monitoring with students on their current caseload. This will be a primary training activity during the next quarter.

The SBBH State Training Coordinator has also been available to co-present with the staff that were trained as trainers throughout the state. The goal is to train teams at the school level and to move responsibility for the development of the BSP from only specific SBBH staff to a TEAM that includes these professionals.

In summary, training from the state level was provided to 749 DOE employees during this quarter. Four primary areas were addressed. The presentation on the KABC-II and KTEA-II was important to make those who use these tests familiar with the aspects of the revision they will need to administer and how to interpret those results. No further support appears to be needed from the state level in this area because district and complex-level school psychologists currently provide support. SBBH staff has been provided with a solid conceptual understanding of the BASC-2. On-going training and support will be needed as the transition from the Achenbach to the BASC-2 occurs during the next quarter. A solid understanding of writing measurable goals has been attained, but the progress monitoring is a more difficult understanding to acquire without concrete case experience using these skills. This will be the focus during the next quarter. The cultural competency training includes a collaborative process and a blending of ideas, which will occur over the next quarter. Presentations are anticipated late in the school year and during the summer of 2005.

District-Level Training

123 formal training sessions were provided to 2,311 staff between July 1st and September 30, 2004. Some topics, such as Missed Sessions for Related Services Providers, Chapter 56, ISPED, FBA/BSP, Writing Goals and Objectives, and Crisis Prevention and Intervention/Nonviolent Crisis Intervention were repeated this quarter. However, many new topics, such as Chapter 56 Re-evaluation Training, Chapter 56 and ISPED, Crisis Response in Schools, Psychopharmacology, Assessing

Learning Disabilities in the Post-IDEA Reauthorization Era, Understanding poverty, Bullying in the Schools, Understanding Micronesian Students, Filing Educational Neglect Petitions, SBBH 101, Nonverbal Learning Disability, Issues in Autism Spectrum Disorder, Autism/Aspergers in the School, Hard to Handle Student, Using Functional Data, Professional Boundaries, Behavioral Intervention Plan, Related Services, Token Economy, Drug Awareness, CSSS Training, 1 to 1 Support Training, When to Request an EBA, SBBH EBA Procedures, Classroom Behavior, Dual Diagnosis w/Methamphetamine Addiction, Mandated Child Protective Services (CPS) Reporting, KIPAL Communication, Training on Interpreting the WISC-IV and WIATT-II: Interventions for the Classroom, Traumatic Brain Injury (TBI), and Disabilities were all new presentation topics, which were not listed last quarter.

The total number of district-level training sessions increased by over 75%. In every district, multiple role groups attended trainings and completed standardized evaluations of the presentation, content, process and applicability of the sessions. Quality measures averaged 4.5 on a 5-point scale, indicating high consumer satisfaction and utility.

In addition to the trainings from the state office provided to 749 DOE employees, the districts also provided professional development for 2,311 employees during the past quarter, which is a 3% increase over last quarter. The large increase of training sessions at the district level in combination with a small increase of attendees at these workshops means that on the average, a smaller number of employees attended each workshop. This indicates that more diversity in topics and smaller workshop sizes have been enjoyed by SBBH staff during the past quarter. A primary factor in this increase in training sessions during this quarter was related to the increased ability for SBBH staff to attend training during breaks when fewer students are in school.

July-September 2004 Psychologist and SBBH Supervisory Activity Data				
Professional Activities	July Total	August Total	September Total	Quarterly Total
Consultations	1,018	1,634	2,172	4,824
FBA/BSPs	36	76	97	209
Counseling/parent training	86	112	316	514
Assessments	152	94	118	364
Observations	116	130	212	458
Student meetings (SST, Core, IEP/MP, Peer Review)	320	480	543	1,343
Non-student meetings	288	354	400	1,042
Court involvements	5	11	9	25
Data input (ISPED) sessions	111	119	201	431
Supervisory sessions	387	495	560	1,442
Providing training	114	148	96	358
Receiving training/Research	213	140	174	527
Subtotal	2,846	3,793	4,898	11,537
# of Professionals Reporting	64	61	60	

In addition to the subject-focused group training sessions, staff received ongoing professional supervision. This is equally important in order to assure application of concepts learned through formal training sessions, the use of evidence-based interventions, and monitoring of student progress. District level School Psychologists, Clinical Psychologists, Program Managers and some Complex level School Psychologists monitored the application of training into service delivery through supervision, consultation, and one-on-one assistance as needed. Many also provided direct services to students. In the July-September 2004 quarter, 60-64 Psychologists and Supervisors reported that a total of 1,442 supervision and 358 training sessions were provided to staff. In addition, psychologists and program managers delivered 4,824 consultations, 514 counseling/parent training sessions, and completed 364 assessments as well as 209 FBA/BSPs. Please refer to the psychologists' and SBBH supervisors' activity data below.

System of Support for Psychologists

The first statewide DOE psychologist meeting was held on September 20, 2004, on Oahu with teleconference participation from five sites on the other islands. The next meeting is scheduled for November 16, 2004, and it is anticipated that these meetings will be held approximately six times per year.

In addition to the presentation of relevant information, small group activities included development of goals relevant to psychologists across the state. For example, the group agreed that a primary goal is to identify any areas of discrepancy between guidelines from the state psychology board and current DOE

policies and procedures. If discrepancies do exist, they will need to be resolved. The group also identified effective and innovative approaches they were utilizing with the goal of cross-sharing this information at future meeting so others may utilize them in their complex/district, if appropriate.

The psychologists also offered the following additional topics for future consideration:

1. Improving the quality of BSPs.
2. Ethical and Psychologically sound application of interventions to address emotional/behavioral needs of children pursuing an education.
3. Special student needs experts. Educate community. BSP training and implementation and support.
4. Working with children with prevention and intervention. Remove extraneous influences. Enhancing teacher classroom management skills. Use Psychologists to improve system.
5. Increase communication (PR). Focus on early intervention. Increase multi-cultural competencies of SBBH. Legitimize certain techniques i.e. Cognitive Behavioral Therapy.
6. Identify specific features of a classroom that would enhance social/emotional and mental health needs of students. Develop curriculum and implement.
7. Examine the current curriculum with emphasis on transitioning preschool to high school graduate with student priorities of Civic Responsibilities, Academic Learning, Safety and Well-Being in mind to assure that we reward/reinforce school attendance, completion of school assignments and positive participation in social environment of school. Investigate social skill curriculums.

Based on group priorities, psychologists will be forming workgroups that will pursue selected goals.

Representatives from the State Personnel Office were also invited to provide updates and answer questions. This part of the meeting was designed to reduce misinformation and to maximize retention of these staff. For example, one topic of discussion was problems encountered by clinical psychologists seeking licensure. Staff from the personnel office contacted the state licensing board to assist with these problems.

Summary of SBBH System Performance

It is clear when reviewing the activities and related data, that the SBBH program has not only maintained the level of functioning obtained previously but it has made significant improvements. Training has increased at the district level at the same time that new training initiatives have been implemented at the state level. Training at the state level is addressing improvements in assessment, clarification of service goals, student progress monitoring, program progress monitoring, and collaboration with other agencies serving our students and families. These are not just one-day trainings. Continued support is provided for implementing and practicing the new skills learned. The increased sharing of information through

state-wide psychologist meetings and attendance at district-level meetings is already leading to a higher level of consistency in implementation of the SBBH program across the state.

Summary of Department of Education System Infrastructure and Performance

The Department of Education has set high expectations regarding infrastructure and performance goals. Ongoing measurement of performance related to the goals indicate that over the past 24 months the Department has not only maintained infrastructure and performance, but strengthened existing infrastructure and improved performance.

The Department meets or exceeds infrastructure expectations in the following areas:

- Qualified personnel, special education teachers and SBBH professionals,
- Capacity to contract for necessary services not provided through employees,
- Adequate funding to provide a comprehensive system of care for students requiring such services to benefit from educational opportunities, and
- Integrated data management information to adequately inform administrative decisions necessary to provide timely and appropriate services.

Performance Measures reveal improvement in all areas. The following Performance Measures were met or exceeded:

- Timely evaluation and program plan development
- Service delivery gaps
- ISPED utilization
- ISPED reports for management
- Availability of contracts to provide services
- Administrative action to assure adequate funding
- Use of Home/Hospital Instruction
- Training in reading strategies
- Quality of services to students with ASD
- Quality and availability of SBBH services
- Reading Strategies in IEPs

While performance is high and improving in these areas, the Department performance goal in the area of Reading Assessments was not met. Similarly, while progress in reducing the ratio of suspensions for regular education and special education students and the overall number of requests for impartial hearings has been made, the net results are still less than desired.

Overall, in this reporting period the Department has continued to sustain a level of infrastructure and system performance consistent with or better than a year ago and even last quarter. Corrective actions directed at state, complex, and school level, based on data and analysis are leading to improvements, not just at the complex level but within specifically identified schools. The data in this section provides further evidence of the commitment within the Department at all levels to maintain and improve the delivery of educational and behavioral/mental health services to students in need of those services beyond that required by federal statute and court orders.

The Department expects that ongoing system performance assessments, subsequent training, and the posting of school by school performance indicators will not only maintain this level of performance but will improve system performance to high levels in all schools.